

Not For Display - For Teacher Use Only

Autism - CA 6, MA 2, nonverbal

Behavior Support Plan

for Behavior Interfering with Learning of Student or Peers

Student Colin IEP Date of This Addendum 5/10/98
Behavior impeding learning is upset if routine changes (screams, hides under chair)
It impedes learning because unavailable for instruction, disrupts others and teacher
Team estimate of need for behavior support plan ☐ extreme ☐ serious ☐ moderate ☐ needing attention, early stage intervention
Current Frequency/Intensity/Duration of Behavior 3x week, loud continues 20 min
Any current predictors for behavior? disruptions, not getting expected next activity

IEP Team believes behavior occurs because (team hypothesis-behavior function) doesn't understand, no way to explain why to him, poor negotiation skills, no spoken language

What team believes student should do instead of the problem behavior (match to hypothesis) express anger by handing picture card to teacher of desired activity, be shown new schedule card

What supports the student using the problem behavior (in or missing in environment, in or missing in instruction) No communication system

Behavioral Goals/Objectives related to this plan: Communicate via PECS, accept change in routine

To achieve this outcome, both teaching of new alternative behavior and reinforcement is needed ☒ yes ☐ no
To achieve this outcome, reinforcement of alternative behavior alone is emphasized (no new teaching is necessary) ☐ yes ☒ no
To achieve this outcome, environmental supports or changes are needed ☒ yes ☐ no
Are curriculum accommodations necessary? ☐ yes ☒ no Is there a curriculum accommodation plan? ☐ yes ☒ no
BSP to be coordinated with other agency's service plans? ☐ yes ☐ no ; Person responsible for contact _____

Teaching strategies and necessary curriculum or materials for new behavior instruction

Use PECS materials across activities in classroom; teacher aide, & sp. language teacher do initial instruction - teacher & mother make necessary cards - desired activities & materials visible in classroom with cards available. Schedule of activities taught (with 4 max in series) by teacher aide for all daily activities duration of IEP.

By whom? teacher, aide, mother

How frequent? continuous

Environmental structure and supports to be provided (Time/Space/Materials/Interactions)

Needs - consistent use of schedules/ <15 min per task with interspersed preferred activities after Colin completes 4 items.

Needs - "break" corner to allow acceptable escape when overloaded, Colin to use of "break" picture to terminate task when necessary.

Needs - high 5 after each activity to signal closure, give observable social reinforcer.

Who establish? teacher

Who monitor? teacher and aide

Reinforcement procedures

*** Access to preferred activities contingent on completing brief non-preferred task**

*** High 5, smiles with each task completed**

By whom? teacher

Frequency? initially approx. every 15-20 min, then reduce to once per 45 min

Reactive strategy to employ/debriefing procedures to use if problem behavior occurs again

If screaming - gentle sing song voice "Itsy Bitsy Spider," when calm, present 2 choice format cards for preferred activity, then insert card in sequence chart of activities and allow slightly lengthier time on preferred task

If under chair - wait (he usually comes out within 5 min.) then show 2 choice cards

Personnel: teacher/aides

Communication provisions

Daily/Weekly Reports/Record Keeping

Daily log of (1) routine changes he accepts (2) episodes of "upset" behavior Why? Who Present? What worked to de-escalate?

Between Behavior Consultant/Teacher/Parent

Frequency? daily